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Wiki Assignment #4

Six Annotated Citations

Vaughn, S. Klingner, J.K., (1999). Teaching Reading Comprehension Through Collaborative Strategic Reading. *Intervention in School and Clinic 34* (5), 284-292.

This article provides an overview of collaborative strategic reading (CSR) as an approach to enhancing the reading comprehension skills of students with learning disabilities. CSR employs four (4) strategies. These strategies are: Preview, Click and Clunk, Get the Gist, and Wrap-Up.

Burns, M., Hodgson, J., Parker, D.C., Fremont, K., (2011). Comparison of the Effectiveness and Efficiency of Text Previewing and Preteaching Keywords as Small-Group Reading Comprehension Strategies with Middle-School Students. *Literacy Research and Instruction, 50* (3), 241-252.

In this article, the authors, Burns, Hodgson, Parker and Fremont, conducted a study comparing the effectiveness and efficiency of two evidence-based small-group interventions for struggling eighth grade readers. The participants received a text previewing comprehension strategy and a keyword preteaching strategy. The results suggested similar effectiveness between the two strategies but efficiency greatly favored the keyword strategy.

Hitchcock, J.H., Kurki, A., Wilkins, C., Dimno, J., Gersten, R. (2009). Evaluating the Collaborative Strategic Reading Intervention: An Overview of Randomized Controlled Trial Options. *Practical Assessment, Research and Evaluation* *14* (2)*,* 1-12.

The article discusses the challenges and advantages of the Collaborative Strategic Reading and whether it can impact achievement in 5th grade classrooms with English language learners.

Schorzman, E., Cheek, E.H. (2004). Structured Strategy Instruction: Investigating an Intervention for Improving Sixth-graders’ Reading Comprehension. *Reading Psychology*, (25) 37-60.

Action researchers, Schorzman and Cheek, Jr. conducted a seven week study in which they investigated the effectiveness of the Directed Reading-Thinking Activity, the Pre-reading Plan and graphic organizers as strategies for helping middle school students with reading comprehension.

Kim, A., Vaughn, S., Klinger, J.K., Woodruff, A., Klein-Reutebuch, C., Kouzekanani, K., (2006). Improving the Reading Comprehension of Middle School Students With Disabilities Through Computer-Assisted Collaborative Strategic Reading. *Remedial and Special Education 27* (4), 235-249.

The authors of this article investigated the effects of computer-assisted comprehension practice using a researcher-developed computer program, Computer-Assisted Collaborative Strategic Reading (CACSR), with students who had disabilities.

Manset-Williamson, G., Dunn, M., Hinshaw, R., Nelson, J.M. (2008). The Impact of Self-Questioning Strategy Use on the Text-Reader Assisted Comprehension of Students With Reading Disabilities. *International Journal of Special Education 23* (1), 123-135.

This study involved an examination of the impact of a self-questioning strategy on the text-reader assisted comprehension skills of six students in grades five through eight with reading disabilities. The purpose of this study was to determine the degree older children with reading disabilities comprehend text-reader assisted text that is at or above their actual grade level and whether comprehension of text-reader assisted text could be enhanced if students with reading disabilities were taught and prompted to use self-questioning strategies.